

IMPROVING STUDENTS' READING COMPREHENSION OF NARRATIVE TEXT BY USING FABLE AT THE GRADE X SMAN 1 BONAI DARUSSALAM

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ABSTRAK

Penelitian ini bertujuan untuk meningkatkan kemampuan membaca pada siswa kelas X SMAN 1 Bonai Darussalam, dengan menggunakan materi cerita dongeng. Penelitian ini menggunakan metode penelitian tindakan kelas (PTK) yang bertujuan untuk memecahkan masalah pada kemampuan siswa dalam membaca menggunakan bahasa Inggris. Penelitian ini dilakukan dalam 2 siklus dimana setiap siklus terdiri dari tahap perencanaan, tindakan, observasi, dan refleksi. Dalam mendapatkan data, penulis menggunakan metode kualitatif dan kuantitatif. Data kualitatif didapatkan melalui observasi dan catatan, sedangkan data kuantitatif didapatkan melalui tes siklus 1 dan siklus 2.

Hasil dari penelitian ini menunjukkan bahwa penerapan materi cerita dongeng telah sukses, sejak ada peningkatan pada kemampuan membaca siswa. Hasil dari penelitian menunjukkan adanya peningkatan kemampuan membaca siswa dari rata-rata siklus 1 (60,85) ke (73,50) rata-rata pada siklus 2. Berdasarkan hasil dari penelitian tersebut, penulis menganjurkan kepada guru untuk menggunakan materi cerita dongeng dalam pengajaran membaca agar siswa lebih termotivasi dalam belajar English Reading narrative Text.

Kata kunci: pemahaman Membaca, teks narrative, fable.

ABSTRACT

This research is conducted in order to improve students' Reading Comprehension of Narrative Text By Using Fable at The Grade X SMAN 1 Bonai Darussalam. This research used a Classroom Action Research (CAR) which is conducted to solve the students' problem in English reading. The Classroom Action Research (CAR). The researcher did two cycles in which each cycle consist of planning, acting, observing, and reflecting. The data were gathered through qualitative and quantitative data. The qualitative gained by analyzing the field note, observation sheet and interview. Then quantitative data were obtained from the students' writing score of cycle I and cycle II.

The finding of this research indicated that the implementation of Fable media was success full since there is an improvement in students' reading comprehension in narrative text. The finding showed an improvement in students' reading comprehension of narrative text from the average of reading test narrative text in cycle 1 was 60, 85 to 73,50 the average of reading comprehension in cycle 2. Based on the finding mentioned before. The researcher suggests that English teacher could implement Fable material in teaching reading narrative text in order to motivate students in learning English reading in narrative text.

Key word: reading comprehension, Narrative Text, Fable.

INTRODUCTION

A. Background of the Problem

English as a foreign language is taught in all school in Indonesia. It has been taught in every Educational Institution Level. In learning English, there are four language skills that should be learned by the students, they are: listening, speaking, reading and writing. The students must also learn the language component so that they can learn the skills more easily.

Reading is one of the skills that the students should learn. To get information from the source, the learners have to be able to read the text effectively and efficiently. The fundamental goal of reading activities is to enable the students to read scientific text. for Indonesian students this is the bridge to understanding scientific books they are required to read. In 2006 curriculum (School-Based Curriculum) for SMA level, they are four genres that the second year students of senior high school should learn. They are procedure, recount, news item and narrative.

Narrative text is one of the text types that should be learned by students. Narrative text is interesting text and the students can learn from it. The purpose of narrative text is to entertain, to tell a story or to provide literary experience. However, according to the researcher's observation, the students in understanding of the reading English texts were quite low and were below the minimum criteria of successful action. This may be caused by various factors, such as: (a) Students had limited vocabulary, (b) Students' lack of interest in improving their reading ability, (c) Lack of learning support, (d) Lack of language knowledge, (e) Pronunciation difficulties, (f) Lack of knowledge of words, phrases, paragraphs, and passage or texts, (g) Lack of reading application of reading strategies and Lack of reading motivation.

Syafi'i in Utami (2011: 2) says that the success of a teaching and learning process is instilled by several factors either directly or indirectly. At least there are four dominant factors that are involved in it, namely teacher, teaching materials, methods of teaching, and learners. It means that there are many things that can be done by the teachers of English in order to improve the students' language ability.

In teaching reading, the teacher should have the ability to guide students in learning reading. Pertaining the statements above, Syah in Utami (2011: 2) states that the ability of the teachers in guiding the students in learning very essential. When the teachers are ready and proficient in implementing their roles, the quality of the students will be reached. However, sometimes the technique used by the teacher makes the students inactive, bored and they do not participate in teaching and learning process in the classroom. So, researcher interested in carrying out a research concerning the techniques of teaching reading Comprehension of Narrative Text by using Fable. In this research, the researcher also using of curriculum 2013 in the school because the program government ask to all element.

Fable is short animal tale, most often told or written with a moral tagged on in the form of a proverb. Thus to convey a moral is the aim of most fables and the tale is the vehicle by which this is done, providing both illustration and compelling argument for the moral. As a specific development in form and content of the animal tale, the fable is comparatively sophisticated and does not originate as a folktale, though it may make of folk material, and once composed may be absorbed into a culture and exchanged as traditional oral folklore.

Based on the explanation above, the researcher hopes that Fable is helpful in teaching reading comprehension of narrative texts and at the same time it will be improve the students' ability.

Therefore, the researcher is interested in carrying out a research entitled "Improving students' reading comprehension of narrative text by using Fable at the grade X SMAN 1 Bonai Darussalam."

B. Purpose of the Research

This research will be conduct to find out:

To explain whether Fable could better improve Student's Reading Comprehension of narrative texts at the grade X SMAN 1 Bonai Darussalam.

To explain whether influence the change of students' Reading Comprehension of narrative texts by using Fable at the grade X SMAN 1 Bonai Darussalam.

C. Review of the Related Theories

1. The Nature of Reading Comprehension

Reading comprehension is the act of understanding of a text. It is an intentional, active, interactive process that occurs before, during and after a person reads a particular piece of writing. Natalia (2004: 253) define that reading comprehension is an important academic skill. It is the process of simultaneously extracting and constructing meaning through involvement with written language.

Linse (2005: 71) state that reading comprehension is a process of negotiating understanding between the writer and reader. It means, the reader can feel what the writers think when reading.

According to Syatriana (2010: 30), reading process includes three processes: (1) letter and word recognition, (2) comprehension of concepts, and (3) reaction and assimilation of the new knowledge with the reader's past experience. It means, the reader must be to know how to analyze in the reading process.

2. The components of Reading.

Reading is one of the four language skills. It is skills that need more attention from the students who have good interaction with the text in order to get the meaning from the text.

In reading comprehension, the students sometimes get difficulties to comprehend the reading material, often find themselves confused and disinterested to get the meaning and receive the message from a paragraph in reading materials. To get success in teaching and learning reading the students must be able to comprehend the reading materials by mastering the component of reading.

Reading comprehension is a process that involves the orchestration of the readers' prior knowledge about the world and about language. It involves such as predicting, questioning,

summarizing, determining meaning of vocabulary in context, monitoring one's own comprehension, and reflecting. Antoni (2010: p 41)

Based on the some explanation above, the conclusion is reading comprehension of narrative is a reading thinking activity and such relies for its success upon the level intelligence of the reader, his or her speed thinking, and ability to detect relationships.

3. Narrative texts

Narrative Text is the text that tells something imaginative or something that is just a fantasy and the goal is only to entertain the reader.

1. Types of Narrative Text

Narrative Text has a core story that usually only in the form of the author's imagination or a real incident that was captured by the author or even a combination of both. In various sources Narrative Text can be found in the form: fables (Stories about animals behave like humans pictured), fairy stories (The story is fantastic, full of wonders), mysteries, science fiction, romance horror stories, legends, historical narratives, personal experience (personal experiences written), ballads (ballads, which can be a touching story readers, usually in the form of a love story that is not up)

2. Generic Structure of Narrative Text

On the Narrative Text, its structure is as follows:

a. Orientation

Namely the introduction of the form: a story about what (what is the story about), who the actors in the story (who is the participant), of the story (where is the place setting) and the story when it happened (when is the time settings).

b. Complication or Problem

in this paragraph which became the core of the narrative text. Without any problems, this text is only one form of exposure to events that followed with another event. Problems that arise can be distinguished :

- Natural Conflict

Namely the problems that arise because of the perpetrator stories dealing with the forces of nature.

- Social Conflict

Namely the problems that arise because the perpetrators were facing each other. They met at the same time with different interests.

- Psychological Conflict

Namely the problems that arise when dealing with the perpetrators of the story itself. The contradiction between the good and bad, between greed and tolerance.

c. Resolution

That problem can be solved. In Narrative text, any problems that appear to be no solution, can be closed with a happy ending (happy ending) or not slightly ended tragically, the sad (sad ending).

d. Re-Orientation (Just for Optional).

3. Linguistic Feature Narrative Text

a. Using sentence patterns Simple Past Tense

b. Usually begins with the adverb of time (Adverbs of Time). Such as : long time ago, once, one, once upon a time.

METHODOLOGY

A. Research Design

The type of this research is Classroom Action Research (CAR). The researcher chooses this type of research in order to improve learning quality and revise classroom learning and teaching process to be better.

According to wiraatmadja (2007:11-12) stated that "action research practice to help someone to give resolution in the problem in emergency situation and to help get the purpose social education with cooperation in frame agreement together." From the explanation above, it is clear that classroom action research is conducting to improve learning quality in order to solve the learning problems. Teacher, student, and another teacher of the same subject as a collaborator get involve in this research. Then, the researcher also designed the plan, doing the action, and collecting data in order to solve the problems.

Moreover, Arikunto (2008) also stated that a classroom action research is a research done by a researcher in collaboration with a teacher in their classroom of teaching and the purpose is to find a way for the teacher to have improvement in their teaching. Based on the description above, it could be conclude that action research is a process of solving the teacher's problems. This is also a productive research, because teachers are so close to students on a daily basis, their own inquiry from their unique perspectives could make an important contribution to knowledge about teaching learning.

A. Instrumentation

The instrument of this action research were as follows:

1. Test

Reading Comprehension used fable is base on the indicators in the theory of teaching Reading Comprehension by using Fable study before. It had the students at the end of every

cycle to measure the student improvement in their Reading Comprehension used fable. There are three indicators which applied during test :

Table 1
Indicator of Component Reading Comprehension of Narrative Text

Reading comprehension of narrative text	Indicators
	students are able to discovering main idea fable
	students are able to identifying detail fable
	students are able to understanding vocabulary fable
	students are able to summarizing concepts fable

The researcher made oral test and written test to explain the students' progress in Reading Comprehension of narrative texts by using Fable in learning process.

2. Observation

Observation was diagnoses about the problems found in the field, and then designs the plan to do an action in order to solve the problems. While the researcher held the action, the collaborator helped her observe the teaching learning process to collect the data by filling in the observation checklist which contains indicators of Reading Comprehension of narrative texts used fable.

Table 2
Observation checklist of Reading Comprehension of narrative texts by using Fable

No.	Students' code	Indicators				
		1	2	3	4	5
1						
17						

Note: The indicators of reading comprehension in narrative texts by using Fable are:

1. Discovering main idea
2. Identifying detail
3. Understanding vocabulary
4. Summarizing concepts

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3. Field Notes

The collaborators noted the events that happen in the field. Many advantages the teacher has the field Notes. The contents are direct observation, feeling, supervision, perceptive, reflection and hypothesis Wiraatmadja (2007:123) It explained something that happens during teaching and described the student's behaviors in learning process. The form of fill note is an empty of paper belong the events the activities at the classroom process.

4. Interview

The researcher used the interview to collect the data related to the factors that influenced the students in Reading Comprehension by using Fable. According Wiraatmadja (2007:117) interview as the questions to propose like verbal to the others people can give the information or explanation about the condition of necessary, any three kinds of interview are standard schedule interview and standard interview not schedule and not standard interview. Besides that, interview data are used to know about students' progress after the action.

B. Technique of Collecting the Data

The technique of collecting the data is an important role in conducting a research for the result validity. The data for this research consists of both quantitative and qualitative. The data was conducted used two kinds instrument, namely:

1. Classroom observation

The researcher was used the observation sheet to observe the students in learning activity. Based on observation sheet, the researcher got percentage of the students the who were active in doing the exercise in group whether in written test; attention, giving participation in teaching and learning process and understandings of the roles. The students' scores based on the following criteria:

- | | |
|------------|---------------|
| 1 = poor | 3 = good |
| 2 = enough | 4 = very good |

2. Test

In order to get the data for this research, the researcher collected the data by giving pre test to the class before done the treatment and giving post test after done the treatment or at every the end of the cycles. The test consists of some passages where each passage contained some question related to the passage. It is multiple-choice tests that related to the reading text. Students were asked to answer the questions based on the reading texts. The test taken from the book Fable, journal, English 2013 for Senior High School for ten years students and from other sources.

C. Technique of analyzing the Data

The data was analyzed with quantitative and qualitative form. Quantitative data is presented by numeric and qualitative data, it means that the data in the form of verbal report and describe in the graphic form.

I. Quantitative data

The data gained is numeric and analyzed by using statistical computation. This data is used to know the average of students mark and student's mastery learning in order to know their achievement. After conducting the test, the researcher gives score to the writing test papers of the students. The researcher used test to measure the writing recount text covering content, organization, vocabulary and mechanic, and grammar. In giving score of writing test, the researcher processes the result of the students' tests. According to Weiglein Nurul (2011:25), this is the rubric to give score for each component are, contents, organization, vocabulary and mechanic and last grammar the lowest score is 1 and the highest score are 4.

In this research, the researcher formulate the result to get the total score in each students' in writing recount text. The researcher used the following formula:

Notes:

M : Each students score

X : Total of correct answer

N: Constant Number

(Harahap in Permai 2007)

After getting the letter grade of the students', the researcher used descriptive analysis technique (percentage) to analyze students' writing skill in recount text. The researcher used the following formula adopted by Sujijono (2009:43).

The formula is: $P = \frac{f}{c} \times 100$

Notes:

P: Percentage of students

F : Average Score

N: Score Maximum

(Sujijono 2009:43).

According to Arikunto in Etri (2009:6), after getting the total mean score, the writer categories it into the following criterions :

Table 6
Level of students' in narrative Text

No	Level of Mastery Fable	Fable Case	Value	Criterion
1	85-100	A	4	Excellent
2	70-84	B	3	Good
3	55-69	C	2	Fair
4	50-54	D	1	poor
5	0-49	E	0	Very Poor

Based on data above, it is used to determine where mistake that students almost do. This scoring occurs from pre-cycle up to second cycle.

2. Qualitative Data

The data was taken the observation checklist, field note, and interview will analyze qualitatively at the end of each cycle. In order to analyze qualitative data the researcher apply six steps offered by Gay and Airasian in Martasuri (2000), as follow :

1. Data Managing

The researcher was collected the data had been date, and the organize and sequence all field notes, transcript observer's comments and memo. All the important data were mark and underline, while the un need data was crossed out. Thus, in this stage, the work of the researcher was manage and checks the data during the learning process. Then, the researcher analyze and interpret them.

2. Reading the note

This stage is the first step in analysis, the aim was to get a sense of the data. In this stage, the researcher will read the data in order to recall all events and experiences that the researcher represents. Then the researcher wrote the notes and underline the important section or issues. Here, the researcher beginning to searching for theme or common that thought the notes.

3. Describing

After reading the data and getting issues, the researcher describe what going on during the learning process and how is the result of students teaching

reading comprehension of narrative text by using fable.

4. Classifying

In this step, the data will classify in to smaller units. Then the researcher classify the problem faced by the students from observation checklist and reading test. She also classify the techniques that will be used by the teacher based on the theory from the transcription from observation checklist.

5. Interpreting

The aim of this step was to identify the important themes or meaning in the data collection. This step is the answer the following question: What is the importance in the data? Why it is important? What we can learn from? In this research the researcher identify the result of Fable in improving teaching reading comprehension in narrative text.

At least, all the data which was taken from the observation sheet, filed notes, checklist, attendance and interview will analyzed with five steps above. The researcher also used the findings to write the report to describe the improvement of students reading comprehension in narrative text by using fable.

FINDING AND DISCUSSION

A. Description and Analysis of the Data

This classroom action research was conducted at the grade X SMAN 1 Bonai Darussalam. The number of students was 14. The research was done in two cycles used fable to improve the students' reading comprehension in narrative text. Each cycle consisted of four meetings with the test included and each meeting had 2 x 45 minutes. Each cycle of this research consisted of four phases; planning, action, observation and reflection.

Before carrying out the first cycle of this research, at the beginning researcher and the collaborator gave reading test to students to know the based score as the pre-test. From the pre-test given, with the topic about "the prince and his best friend" the researcher found the students based score in reading comprehension in narrative text. It was found that the percentage of each indicator or components of reading comprehension in narrative text were 53, 6% for discovering main idea. Then, in identifying detail was 52,1%. Understanding vocabulary was 50, 4%. Finally, summarizing concepts was 38,9%.

After analyzing the data from the test, the researcher concluded that the students' reading comprehension in all indicators such as discovering main idea, identifying detail, sequencing event, using context, getting facts, drawing conclusions, understanding cause and effect, generating and answering questions, understanding vocabulary, determining author's purpose, understanding point of view and summarizing concepts was poor. The result of each indicator was mostly in poor level. In the other hand, the media of teaching reading should be improved or changed. Consequently, the researcher made plans of activities in the first cycle by applying fable in reading class

The students' average score reading comprehension cycle 1

No	Cycle 1	indicators of reading comprehension			
		Discovering main idea %	Identifying detail %	Understanding vocabulary %	Summarizing concepts %
1.	Meeting 1	55,3	57,6	55,1	49,3
2	Meeting 2	62,6	59,7	57,5	56,8
3	Meeting 3	66,8	65,7	57,9	60,8
4	Test of cycle 1	70,0	71,3	61,5	65,6
5	average score	63,7	63,6	58,0	58,1

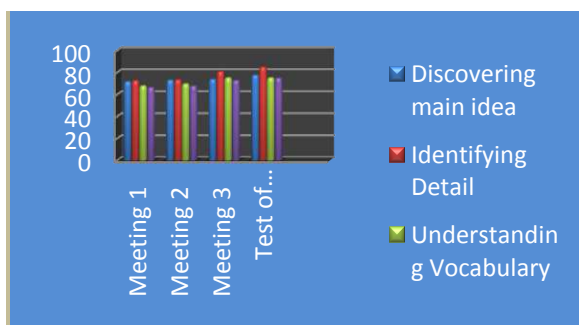
The students' average score reading comprehension in cycle 1

The Students' Average Score in Reading Comprehension Test in Cycle 2					
No	Cycle 2	Indicators of reading comprehension in narrative text			
		Discovering main idea %	Identifying Detail %	Understanding Vocabulary %	Summarizing concepts %
1	Meeting 1	71,5	72,4	67,6	66,1
2	Meeting 2	72,8	73,1	69,4	67,5
3	Meeting 3	73,6	80,6	74,9	72,6
4	Test of Cycle 2	77,4	84,6	74,9	74,6
5	Average Score	73,8	77,7	72,3	70,2

The Students' Average Score in Reading Comprehension Test in Cycle 2

No	Cycle 2	Indicators of reading comprehension in narrative text			
		Discovering main idea %	Identifying Detail %	Understanding Vocabulary %	Summarizing concepts %
1	Meeting 1	71,5	72,4	67,6	66,1
2	Meeting 2	72,8	73,1	69,4	67,5
3	Meeting 3	73,6	80,6	74,9	72,6
4	Test of Cycle 2	77,4	84,6	74,9	74,6
5	Average Score	73,8	77,7	72,3	70,2

The Students' Average Score in Reading Comprehension Test in Cycle 2



This chapter presents information about the conclusion, implication and suggestion from the researcher and the data analysis discussed in the previous chapter. These conclusion and suggestion hopefully will give more advantages for the reader, especially for English teacher, students and researcher.

A. Conclusion

Having completed analyzing the data calculation of the research about Fable in improving reading comprehension of the grade X SMAN I Bonai Darussalam, the researcher concludes that implementation of fable can improve students' reading comprehension of narrative text. The improvement could be seen from the quantitative study; the result 7 meetings, interview result and qualitative study; test, observation sheet, and interview.

B. Implication

The implications of this research could be stated as follows; Fable gives more change to the students to read in the class room through write on the reading test. By exercising the activities mentioned above, they can develop their reading comprehension. The, Fable could be applied to improve students' reading comprehension on English class which emphasizes on the skill to read whether at the adult level or senior high school students.

C. Suggestion

Based on the conclusion and implication stated above, the researcher, students and everyone involved in educational institution can consider the following suggestion in order to progress the quality of teaching and learning. Especially, it can be applied in the reading class. the suggestions given are as follows:

1. It is better for the researcher to use the English fairy tale in teaching learning process.
2. It is suggested for English teacher as especially for senior high school teacher to be creative in finding, selecting and using Fable for young learner.
3. It is suggested for the next researcher to study other aspect of Fable to improve English teaching especially at senior high school.

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